Exploring the Alternative Learning System Radio-based Instruction

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Abstract

A descriptive study was conducted to explore the ALS radio-based instruction broadcasted by a university radio station using the variables on curriculum, teaching/learning methods, monitoring and evaluation, instructional materials, learning environment and classroom environment, and ALS-RBI leadership, and the feedback of the implementers, barangay Education Committee chairs, coordinators, specialists, supervisor, and learners. Using an instrument constructed by the researchers with Cronbach alpha 0.90, the study found that all participants strongly agreed that the above variables were effectively implemented, with ANOVA showing no significant difference in the responses with consistent feedback among the participants. There were identified concerns which thus formed the recommendations of the study.

Keywords: Alternative Learning System, radio-based instruction, curriculum, teaching/learning methods, monitoring and evaluation

Introduction

The Alternative Learning System (ALS), specifically the Radio-based Instruction (RBI), is a parallel learning system to the existing formal schooling in the Philippines. There are people who are not able to access formal education; hence, ALS is the alternative mode of schooling. Many Filipinos do not have a chance to attend or finish formal basic education due to many reasons. Some drop out from schools while some do not have schools in their communities. As mandated in RA 9155, Governance of Basic Education Act, the government established ALS to provide all Filipinos the chance to have access to and complete basic education that fits their situations and needs. There are two major programs in ALS that are being implemented by the Department of Education: Basic Literacy Program and Continuing Education Program - Accreditation and Equivalency (A&E). Both programs are modular and flexible in that the learning can take place

anytime and any place, depending on the convenience and availability of the learners conducted at community learning centers, barangay multi-purpose hall, libraries or at home. Classes are managed by ALS learning facilitators (Alternative Learning System, Department of Education, n.d.).

ALS students have to attend 10 months of school or 800 class hours after which they are evaluated. A quiz is given after each module to test their learning. Facilitators are present to answer any questions and sometimes lecturers would discuss a certain module. After several months, the students will take the A&ET. If they pass the test, they will be given a high school diploma and can now enroll in college (Philippine Alternative Learning System, 2010).

A&E is divided into five categories called learning strands, namely, Communication Skills (English and Filipino), Problem Solving and Critical Thinking (Science and Mathematics), Sustainable Use of Resources and Productivity, Development of Self and A Sense of Community/Value of Collaboration, and Exploring One's Own World Vision. Students are not only taught academic skills such as reading, writing and doing research, they are also taught practical skills. Livelihood classes, on the other hand, teach them practical skills that they they can use to earn a living, like cooking, dressmaking, hairdressing, handicraft making, and others.

The objectives for the radio-based instruction include providing learning opportunities for listeners who are out-of-school youth and adults enabling them to acquire equivalency in basic education (ALS Regional Trainer Source, Radio-Based-Instruction-RBI-program.pdf; Quileste, 2015; ALS DepEd Batangas, n.d.).

Quinn and Poirier (2006) conducted a study of effective alternative education programs using in-depth case studies to characterize the school climate, understand the degree to which they meet quality indicators for at-risk programs, characterize the effectiveness of the programs from the perspective of administrators, teachers and support staff, students, and parents, and explore the factors that help the programs achieve positive results. They found positive outcomes of these programs which included improved student attendance rates, student improvement on evaluations of their functioning, high percentages of students reporting that they are motivated to succeed and that their program involvement helped improve their lives, and parental satisfaction with, and involvement in the programs.

Based on another study', Quinn, Poirier, Faller, Gable, and Tonelson (in press) posit that students identified as troubled or troubling tend to flourish in alternative learning environments where they believe that their teachers, staff, and administrators care about and respect them, value their opinion, establish fair rules that they support, are flexible in trying to solve problems, and take a non-authoritarian approach to teaching.

No study has been done yet on ALS radio-based instruction in the province of Bukidnon, Philippines. This study may therefore help the DepEd improve further the implementation of the system so that it can continue to bring informal education to those who cannot avail of the formal system.

Framework

The social cognitive theory of Bandura emphasizes the role of cognition in people's

ability to construct reality, self-regulate, encode information, and act. In this theory, people are seen as self-organizing, proactive, self-reflecting, and self-regulating rather than as simply reactive organisms shaped by environmental forces or driven by basic inner impulses. For Bandura, introspection is important to predicting the influence of environmental outcomes on behavior. The capacity of humans to think abstractly or symbolically positions the media as an important source of information to facilitate observational learning and increase self-efficacy to perform given behaviors (Bandura, 1994). In turn, social cognitive theory offers a vantage point from which to examine the influence of mediated content on audiences' attitudes and behaviors (Bandura, 2001, 2002, 2004). Drawing from the above theoretical explication, this theory suggests that for mediated content to positively affect audience members' behaviors, the audience must pay attention to attractive or similar models realistically performing relevant behaviors. Social cognitive theory proposes that human functioning is the product of reciprocal determinism, or the dynamic interplay of (a) personal factors (e.g., cognition, affect); (b) behavior; and (c) environmental influences, which interact to influence human behavior (Bandura, 1986).

The next concept is related to the radio-based instruction in which this study is anchored on. Theroux (1975) enumerated the importance of educational radio: 1) it is economical, costing only a fraction of the required expense to deliver the same material via television; 2) the effectiveness of radio-based instruction has been shown to be equal to that of traditional lecture presentations and television broadcasts, and 3) radios are a pervasive possession in households around the world, making it possible to reach an almost universal audience. In the present study, ALS-RBI of Malaybalay City was given by Bukidnon State University - College of Social Development and Technology compact discs containing the five learning strands, and instructional materials translated into Filipino. The lessons are also aired weekly in the university's radio station, dxBU. Students are grouped in places such as the barangay halls, or any other places where they can converge and hold classes by listening to the learning episodes.

In the present study, BukSU faculty members were commissioned to produce the teaching-learning materials to be used for ALS Malaybalay City radio broadcasts and for instructional managers. Overall, the extensive consultation process ensured that the program had local input and thus remained contextually and culturally relevant, while the involvement of professionals ensured that the program maintained high educational standards. Based from the design of radio-based instruction of ALS in the city, there was an involvement of the stakeholders whereby the Bureau of Non Formal Education in Region X came over to BukSU to conduct orientation of the project, held a training for instructional materials preparation for the faculties in Filipino, Community Development, Development Communication, and Electronics Technology. The participation of these faculties were important as the Filipino faculty translated the English modules into Filipino, ComDev faculty was needed for the community organizing, DevCom for the educational campaign materials and Electronics Tech faculty for the technical expertise of the production aspect. Subsequent meetings were for the instructional managers to be taken through the different materials produced,

the Session Guides and compact disks which were given to each manager to be played in disc players in areas where the coverage of dxBU was unable to reach.

The airing schedule was at 3:00 P.M. because this was the best time for the ALS students, ALS coordinators, and instructional managers to be freed from daily work. Usually if they work as farm hands in the big plantations around the city, by 3:00 P.M. they have already finished their duties. For mothers, they have this lag time in between lunchtime and early dinner chores for themselves to rest. Hence, this is the ideal time for the broadcast.

In terms of regular monitoring and evaluation, the DepEd of Malaybalay City conducts these through the reports submitted by the ALS coordinators. This is an important phase of the project because the participants will need to pass the Accreditation and Equivalency to assess their competency level through oral and written tests. From the perspective of the university and the extension coordinator of the college of the College of Social Development and Technology, they confer with the ALS coordinator regarding their observations, and they hold regular meetings to thresh out concerns or plan activities.

ALS can bring positive effects on participants' motivation and self-esteem and these include better income and home living, and positive attitude in life by giving them hope and inspiration. These are evident in the graduates who have been accepted into a college, those who have found work as entrepreneurs, become employed in massage/reflexology salons, and many more.

The schematic diagram shown below is modified from the study of Corpus (2009) which provides the direction of the study:

Research Problems

1. What is the level of effectiveness of ALS-RBI as rated by the implementers, EdCom chairs, coordinators, specialists, supervisor, and learners in terms of:
    a. curriculum;
    b. teaching/learning methods;
    c. ALS-RBI monitoring and evaluation;

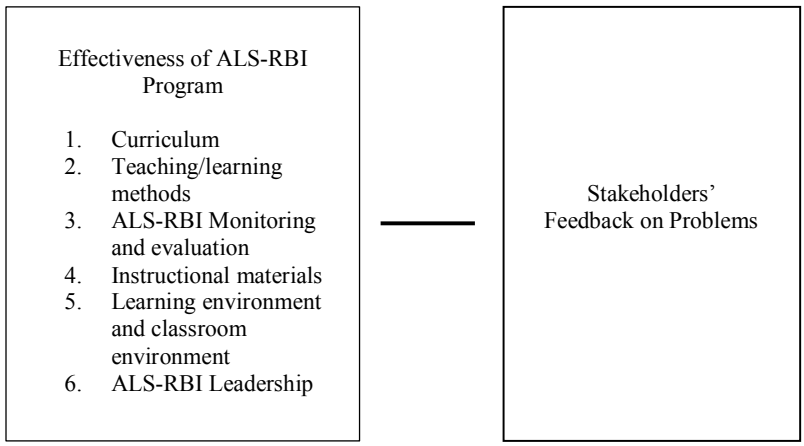

Figure 1. The schema of the study showing the variables on the effectiveness of the ALS-RBI program.

   d. instructional materials;
   e. learning environment and classroom culture; and
   f. ALS-RBI leadership?
2. Is there a significant difference on the feedback of the implementers, EdCom chairs, coordinators, specialists, supervisor, and learners?
3. What are these stakeholders' problems on ALS-RBI program?

Methodology

This study used a descriptive qualitative research design with triangulation using a survey instrument, document analysis, and focus group discussion to gather data. Qualitative research is often used when minimal information is known about a topic (Patton, 2005). Little research is available on the impact of alternative education programs; therefore, qualitative research produces first-hand knowledge and a greater understanding of the impact of ALS-RBI. Qualitative research affords an opportunity to gain an understanding of the alternative education program being studied without preconceived assumptions of the program being reviewed (Shaughnessy, Zechmeister, & Zechmeister, 2006).

The participants came from the SY 2017-2018 batch. These participants belonged to a group solely conducted through RBI and face-to-face mode of instruction.

The instrument which was composed of six categories was tested for reliability with a Cronbach alpha of 0.90. This instrument was given to try-out participants. The items were taken from literatures, the five learning strands of ALS, and responses from the instructional managers and coordinators. These categories were on curriculum, ALS-RBI monitoring and evaluation, instructional materials, learning environment and classroom culture, ALS-RBI leadership, and a separate section on problems encountered.

This study also followed some ethical practices. A consent form specifying that the participants volunteered to take part in the survey and that at anytime in the study they could take back their consent and responses without putting them at a disadvantage.

The scoring of the responses used a Likert-type scaling with 5-strongly agree, 4-Agree, 3-moderately agree, 2-slightly agree, and 1-not agree. The participants were composed of the following: supervisor (1), specialists (2), coordinators (all of the four of them), ALS-RBI learners 80 as sampled from 20% of a total of 400, implementers or mobile teachers 23, and Barangay Educational Committee chairs 32 (take all). The total number of participants was 142.

Results and Discussion

a. What are the feedback of the implementers, EdCom chairs, coordinators, specialists, supervisor, and learners regarding ALS-RBI in terms of:

A. Curriculum

The overall result in curriculum indicated *very effective* with the responses showing homogeneity. The curriculum of ALS is comprehensive because the six learning strands are parallel to the subjects offered in the formal education. ALS also develops the social competencies of the students. Here they interact with each

other and are taught the conventions of politeness. They are taught ways to augment their income which is an important aspect of their situation. The curriculum also teaches them cultural competencies in that they value their own and other's cultural backgrounds. It is in this system where they get taught to enrich their technological competencies, where they acquire the proper attitudes like professionalism, practice good decision-making skills, and where they are provided with radio-based and face-to-face instruction to suit their needs.

At first glance and with the advent of the 21st century skills, it seems that ALS-RBI has the eight skills: critical thinking skills, collaboration skills, communication skills, creativity and innovation skills, self-direction skills, global connections, local connections, and using technology as a tool for learning (Hixson, Ravitz, & Whisman, 2012). But in the 21st century skills, teachers carefully plan, manage, and assess rigorous projects to help students learn key content and develop 21st century skills. In this the ALS-RBI implementers have not been fully trained in the conduct of each of 21st century skills. What they have are para-teachers in teaching-related position generally responsible for assisting students. These implementers are those who have not applied at or been accepted by the Department of Education and/or under licensed.

Even as basic as the presence of computers they had a problem securing these technological tools. Based on the focus group discussion, the learners indicated that in the *"Pink House"* they had access to computers, wifi, and projector. This is in the case of those learners who are fortunate to have community learning centers with the presence of these technologies. However, these technologies are not found elsewhere in the other communities.

B. Teaching/Learning Methods

For teaching/learning methods, findings show the overall result of *very effective* in all of the indicators, with the standard deviation clustered around the mean. The implementers followed their modules; although they could use other references to enrich their lessons, the module was the main source of the lessons and topics. It came from the Bureau of Non-formal Education of the Department of Education. In terms of the course contents, the design is made in such a way as they develop the skills of the students. For example, during the FGD they shared that in the lesson on environment, they were able to solicit solutions from the students in mitigating the effects of climate change. They also conducted formal and informal consultation which was an important time where the implementers would know more of their students and their backgrounds.

There was also the practice of exchanging ideas especially in the lessons that they heard from the radio broadcast. Students actively engaged in first-hand direct experiences as a result of the lessons they heard. This was the point where the implementers were ready with questions that brought out students' prior knowledge and experiences. Here the implementers could find out the depth of the student learning. There were also times when students found solutions to problems especially those which they heard being asked during the broadcasts. The teaching methods were learner-friendly which helped develop self-direction in the

students. Finally, the airing schedule of the broadcast suit the student's availability to listen. There are many learners who work during weekdays. They cannot listen to the Tuesday and Thursday airing at 3:00 P.M. of the Bukidnon State University radio station dxBU. This is why canned lessons are suitable for them so that they can join the Saturday non-RBI group.

All of these implementers used the instructional learning module produced by the College of Community Education and Industrial Technology of the university which were also recorded in compact discs. Later on the District ALS transferred them into USBs so that it would be easy to replay them in the various communities they were assigned to teach. From the focus group discussion, the implementers and learners shared that oral activities like debates, use of realia, role plays, etc. were conducted. Providing situations where the students can develop their oral communications skills and giving them interactional opportunities are factors that influence them to participate more fully in these learning centers (Gas, Behney, & Plonsky, 2013).

In spite of the above finding, certain weaknesses came out distinct. The skills needed to be developed are those for critical thinking skills which should be varied to suit different situations. These include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making. These are beyond realia and roles plays. To a certain extent debate as an activity would use the above skills. But critical thinking skills are learned and sharpened over time and hence, the teachers must know how to help students make better decisions, process information more effectively and express themselves more clearly. This requires teachers to be very well trained even in their pre-service education as content teachers, and/or sent to seminar-workshops for skill training. These might not be present in the implementers of ALS because most of them are given only honoraria by the city government; hence they are seldom sent to trainings. There is clearly not enough budget for their professional development. This implies further that their content knowledge is not as adequate as those who are graduates of degree programs like education, biology, chemistry, etc. In addition, most of them have not obtained their professional teacher's license.

C. Monitoring and Evaluation

In terms of monitoring and evaluation it was rated *very effective* by the coordinators, specialists and supervisor; while the implementers and barangay education committee chairs indicated *effective*. The group who is accountable for monitoring and evaluation is the former. They are the ones who report to the district office on their accomplishments. This explains the difference in the result.

There was regular conduct of monitoring and evaluation to ensure the holistic growth and development through learners' input in the workbooks. The module contains exercises which students have to answer. These are rated by the implementers. They also conducted interviews of their students to check their learning. The students shared that after every episode (lesson), they were made to answer the activity sheets in the workbook. For those learning centers which were not able to access the modules, the implementers photocopied them and

gave copies to their learners. They gave copies one episode at a time and not the complete copy of the module because they found that their learners would answer them in advance. So they had to rethink of a strategy to avoid the occurrence of boredom. Based from the perspective of the ALS students, they felt that they had to pass these activities or exercises because they knew that there is the Accreditation and Equivalency Test which they have to pass in order to graduate from high school.

The local council's Educational Committee (EdCom) chairs shared that ALS is the *"catchment" for those who have problems with drug addiction*. They felt that if their community residents were actively engaged in ALS, then it could lessen the drug problem and help in the barangay's advocacy on *Tokhang* (the government's project of bringing the addicts into the arms of the law). The role of the EdCom chairs in the communities is to go around their barangays and convince the residents especially those they have identified as drug users to enroll in ALS.

The process of monitoring and evaluation from the point of view of the implementers must go beyond scoring the activities given in the module and the informal interviews conducted to follow up on their learning. According to UNESCO Education Sector (2016), an effective M&E system in education should have a clear and continuous attention to demand, clear roles and responsibilities, trustworthy and credible information, accountability, incentives, and capacity. Many issues of ALS appear in the above dimensions like resource management systems which include teachers' recruitment and deployment; and student evaluation system which can include an examination system designed to certify students covering main subject areas in the school curriculum. There is no doubt that students' assessments must go beyond the present practices of ALS.

D. Instructional Materials

Instructional materials were rated *effective* by the implementers, coordinators, EdCom chairs, specialists and supervisor. It means that the instructional materials for RBI are available, contents are sufficient for each learning strand, workbook and compact discs are helpful, lessons are understandable, the packaging of the module is attractive, RBI lessons have interchanges of different voice talents, and activities are timed adequately for students to finish the tasks.

However, instructional materials were rated the lowest amongst the six variables because the modules had been distributed only to ALS implementers. These modules included 15 compact discs containing 40 episodes, 5 session guides, and 6 learning workbooks. There are 46 communities served by ALS-RBI. It is clear that the materials are not enough. The practice has been to photocopy the modules for each implementer. Furthermore, the implementer makes copies for each lesson according to how much she/he can afford to spend. However, the worksheets are given to each student because this is where they are checked and given marks. For the compact discs, many communities do not have disc players. So the implementers transferred the audio into USBs which they can play in their laptops using a portable sound box.

Although the ALS modules were designed to align with the educational

Summary Table of Feedback of the Implementers, EdCom Chairs, Coordinators, Specialists, Supervisor, and Learners on ALS-RBI

Areas	Implementers & EdCom Chairs			Coordinators, Specialists & Supervisor			Learners		
	Ave	sd	QD	Ave	sd	QD	Ave	sd	QD
Curriculum	4.35	0.51	Very effective	4.60	0.36	Very effective	4.52	0.50	Very effective
Teaching/Learning Methods	4.49	0.59	Very effective	4.48	0.50	Very effective	4.44	0.66	Very effective
Monitoring & Evaluation	4.20	0.65	Effective	4.30	0.69	Very effective	4.38	0.49	Very effective
Instructional Materials	4.07	0.76	Effective	4.13	0.80	Effective	4.16	0.56	Effective
Learning Environment & Classroom Culture	4.36	0.64	Very effective	4.48	0.56	Very effective	4.46	0.71	Very effective
ALS-RBI Leadership	4.54	0.49	Very effective	4.56	0.46	Very effective	4.59	0.49	Very effective
Overall	4.32	0.56	Very effective	4.42	0.49	Very effective	4.42	0.54	Very effective

standards and are therefore reliable in regard to addressing ALS goals, the funding in the district level is not enough to provide the instructional materials to all the ALS-RBI communities. Teacher-made resources is also inadequate especially those that require money because ALS teachers are just given honoraria. Hence, they have problems with using materials like videos, recorded materials or borrowing limited projectors from offices. If they bring laptops where videos or photos have been saved, the students crowd around that one piece of equipment.

IMs bring about effectiveness and efficiency in the teaching learning process and thereby enhance the achievement of instructional objectives (Akube, 2010). But content subjects like science, economics, culture, etc. should have their own materials that are highly specialized. The knowledge from these materials are clearly required when students go to higher years. In addition, Voltz, Sims and Nelson (ASD, 2010) emphasized that textbooks need to be supplemented with student workbooks or worksheets. Sometimes manipulatives and specific multimedia such as number-line sets for math, a globe for social studies, or videos, software, and Internet resources need to be used to support learning. These tools typically function as add-ons to the curriculum rather than as an embedded tool for delivering the curriculum. In Malaybalay City there are many ALS learning centers that do not have the funds to purchase these add-on materials. The implementers and their students have few options that can match to their teaching-learning styles or diverse needs.

One-way ANOVA Summary /table for the Comparison of Feedback of the Implementers, EdCom Chairs, Coordinators, Specialists, Supervisor, and Learners on ALS-RBI

Areas	Implementers, Coordinators, & EdCom Chairs		Specialists & Supervisor		Learners		F-value	P-value
	Ave	sd	Ave	sd	Ave	sd		
Curriculum	4.35	0.51	4.60	0.36	4.52	0.50	2.262	0.108
Teaching/Learning Methods	4.49	0.59	4.48	0.50	4.44	0.66	0.100	0.905
Monitoring & Evaluation	4.20	0.65	4.30	0.69	4.38	0.49	0.169	0.845
Instructional Materials	4.07	0.76	4.13	0.80	4.16	0.56	0.306	0.737
Learning Environment & Classroom Culture	4.36	0.64	4.48	0.56	4.46	0.71	0.117	0.890
ALS-RBI Leadership	4.54	0.49	4.56	0.46	4.59	0.49	1.188	0.308
Overall	4.32	0.56	4.42	0.49	4.42	0.54	0.362	0.697

E. Learning Environment and Classroom Culture

Learning environment and classroom culture was rated *very effective*. Items here included conducive learning environment, respect for one another, nurture of good values, low filter, open communication, clear classroom policies, and helping each other out. These are very important features in ALS classrooms because ALS is supposed to help those who are left behind by the formal education system. Hence, they have to have the ideal learning environment and culture.

According to Allred (2008), education has to work for all stakeholders, and this means people are treated with care, valued, inspired, and educated. ALS students are composed of people who have dropped out from the formal schools due to such reasons as lack of financial resource to fund their education, not able to pass the standards of the formal school, behavior problems and other causes. The main objective of ALS is to provide another mode where these people can be helped to make their lives viable so they can help build themselves up. Hence, Hannah (2013) stressed that the classroom is the place where students not only learn the knowledge and various skills deemed important for them to achieve success in the global society, but also where they will understand their place in the world and what they can offer.

F. ALS-RBI Leadership

This leadership variable was rated *very effective*. Leadership includes the administrators' support in the strengthening of the ALS program, making ALS relevant to the needs of the time, initiating linkages to support IM development, providing program to update capabilities of implementers, building vision and direction, supporting students' and implementers' achievement, demonstrating positive and high expectations towards learning and achievement, suggesting ideas to improve the teaching and learning process, deciding based on rules and regulations, and giving disciplinary actions to the implementers with problems.

Leithwood, Louis, Anderson, and Wahlstrom (2004) stressed that leadership not only matters but it is second only to teaching among school-related factors in its impact on student learning. In addition, the impact of leadership tends to be greatest in schools where learning needs of students are most acute. In fact, Muijs, Chapman, Stoll, and Russ (2010) point that amongst the factors in schools facing difficult and challenging circumstances is leadership. In the present study, there are still many ways that the administrators can improve the conduct of ALS, that is, in terms of strengthening the system. ALS has been existing for many years and it has not effected any changes like the formal education's K-12 reform. In addition, in the more recent time, educators are promoting the 21st century skills. Definitively, ALS has to respond to these changes and this must be tackled by the Department of Education.

Summary of Feedback on ALS-RBI

The summary shows *very effective* rating in all the six variables. This means that the planning of the curriculum has been carefully conceptualized with the learning strands parallel to the curricula of the formal education. The teaching/ learning methods are also appropriate to the non-formal setting of this type of modality in that the choice of lessons

and topics are relevant to the students. Monitoring and evaluation are also in place. From the point of view of the students they are being graded on their learning which would end with the Accreditation and Equivalency Test. On the part of the implementers they would have to submit periodic reports to their coordinators, the coordinators to their specialists, and finally the coordinators to the supervisor of ALS. In terms of the instructional materials/modules made, the lessons and activities have been transformed into radio broadcasts using the Filipino language and hence students understood them. Even in the learning environment and classroom culture, they understood the use of other places outside of the classrooms. The ALS-RBI collaboration amongst the superintendent, supervisor, specialists and coordinators was observed to be working smoothly. Aptly summarized by Stabback (2016) is that the curriculum provides the bridge between education and development – and it is the competencies associated with lifelong learning and aligned with development needs, in the broadest, holistic sense of the term, that span that bridge. However, curriculum is only one of the many factors that would make ALS succeed. As mentioned in this paper, there has to be reforms if ALS were to make a dent in the development of the Filipino people.

b. Is there a significant difference on the feedback of the implementers, EdCom chairs, coordinators, specialists, supervisor, and learners?

From the table it shows that there is no significant difference among the six dimensions. The p-values all show that they are greater than 0.05. It also indicates that there is consistent feedback. All these stakeholders had similar responses to the items in the questionnaire. This result implies that the ALS-RBI curriculum, teaching/learning methods used by the implementers, monitoring and evaluation conducted by the specialists, supervisor, coordinators, and implementers, the instructional materials, environment and classroom culture, and the leadership are effective as perceived by the research participants.

However, perceptions of stakeholders may not reflect reality. It may be at odds with the actual goal of what an alternative learning system should be if it envisions people with desirable knowledge, attitudes, values and skills that will enable them to think critically and creatively, act innovatively and humanely in improving their quality of life.

c. What are these stakeholders' problems on ALS-RBI program?

The participants of this study indicated that their major concern in ALS-RBI include the quality of the signal of the radio broadcast, quality of the radio (transistor vs branded radio), conduciveness of the venue with noise as the main problem, and reproduction of materials like activity sheets from the module. In the first concern, quality of the radio signal means the transmitter power output as received by a reference antenna at a distance from the transmitting antenna. dxBU of the university has a power of 10 watts which can reach a number of barangays, specifically Barangays 1 to 11, some parts of Casisang and Kalasungay. In this instance, barangays which are far from the city have problems accessing it. It is observed that people in those places cannot listen to dxBU. Because of this, ALS-RBI cannot be reached by the learners.

In the second concern which is the quality of the radio, whether transistor radio or the branded ones, there is the presence of the crackling or hissing which one often hears. More often the radio is in a weak signal area which might not pick the station clearly or its signal might be cut off at frequent intervals. This is caused by cheap radios like the old transistors which are small portable radio receivers that use transistor-based circuitry. In the Philippines, these transistor radios are pocket-sized enabling the owners to bring them anywhere they go. These were then replaced by better ones with higher audio quality like portable CD players and smartphones. Because CD players are expensive, this is the reason that in the different barangays of the city of Malaybalay, the implementers bring their own transistors which in some instances are battery operated. In cases like there is no electrical outlet in the learning center, the battery operated radios are the best option.

The third concern is the conduciveness of the learning center as a place where the ALS-RBI is conducted. Participants have observed that these places are noisy because one venue is an old building which is assigned by the barangay as the ALS learning center. This is nearest to the national highway and hence, the noise of the traffic disturbs them especially when their radio is switched for the 3:00-3:30 P.M. ALS-RBI broadcast. Other learning centers are described to be partly open because this is a barangay open court and so the learners can be distracted by people passing by or an animal or two getting inside these places such as dogs. Those who are fortunate to be using the "*Pink House*" which is the headquarters of the city ALS have few desktop computers and smartphones where they can get better reception of the radio broadcast.

The last concern is on the need for the learning module to be given to each of the learners. Because only the implementers have been given a packaged module produced by the university, the learners only get the photocopy of the episodes. The implementers will make duplicate copies but only for the episode scheduled for the day. This is done because based from their experience the learners will answer in advance the episodes which have not been scheduled yet, so to avoid this they will photocopy one episode at a time.

Conclusion

Based on the six dimensions of this study which are curriculum, teaching/ learning methods, monitoring and evaluation, learning environment and classroom culture, and leadership, they are *very effective*; except for instructional materials which was *effective*. As an alternative learning system, the participants feel that it has provided a practical option for those who were unable to access formal education.

With regard to the comparison of the feedback of the stakeholders where it is found that there is no significant difference in their responses, it is concluded that they have similar perspective in how they look at the significance of ALS-RBI in their lives, in that they find it important and relevant and it is the next best option to formal education.

Lastly, there are a few problems besetting ALS-RBI but they can be solved. It has to be solved so that this government can respond to the needs of those who are unable to go to formal school. Otherwise many Filipinos will not have access to education.

Recommendations

From the identified concerns of this study, here are the recommendations: ALS-RBI can link with another radio station which has a strong transmission. The radio station of the university where ALS-RBI has linked up is an extension project and hence DepEd ALS does not pay the university.

For the university, it has to increase its transmission power so that it can reach the whole province of Bukidnon. There are many communities which can gain knowledge from the broadcasts of dxBU.

Regarding radios which have good reception, ALS-RBI can work closely with the community so that they can propose an AC/DC radio and where a USB can be used so that canned episodes can be replayed which is relevant for those who are unable to hear the radio broadcasts every Tuesdays and Thursdays. Or the use of smartphones which has a built-in FM receiver which can record the episodes and play back using a small sound system.

They can also transfer to a better place in the barangay building with the least noise. In some barangays ALS classes are placed in learning centers which are the meeting rooms of the council members. Hence, these are venues which are well ventilated and not noisy.

ALS-RBI can increase its budget so that their learners will have a learning module each for every strand. With education as one of the biggest areas given a budget in the General Appropriations Act of the government of the Philippines, instructional materials can gain much from this.

In the city of Malaybalay, there are only 14 persons who are regular ALS employees with salaries and benefits. But there are many volunteers who are under a contractual scheme rendering service 8-hours daily. Instructional managers receive minimal honoraria. If the city and barangay can increase the budget for these volunteers, the latter would be helped greatly.

However, the most important recommendation is to re-engineer ALS in relation to the K-12 educational reform in the Philippines. It must be parallel to the changes that have occurred in the formal educational system. If we are to participate actively in the ASEAN or global arena, then our workforce must have the competitive advantage.

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